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THE PARTITION OF AFRICA—A SEVENTH- GRADE GEOGRAPHY UNIT

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The class which worked out the unit described in this article began the study of Africa at the time the question of the disposition of German colonies was before the Peace Congress. In the current newspapers and magazines were many captions which attracted the attention of the children by their mention of Africa. Among them were: "The Readjustment of Africa," "German-African Lands to Go Under World League," "The Disposition of Germany's Colonies in Africa," "The Proposed 'Mittel Africa,'" "Belgium's New Claims in Africa." Articles bearing these and similar titles were brought by the children on their own initiative to the geography class. After the class had completed a brief general survey of Africa based on a study of the physical map, an opportunity was given those who had brought clippings on Africa to read them to the others, comment on them, and ask for comments. Several of the articles proved unintelligible to the children. They found that in order to understand the current African situation in which they were interested they needed much more information about Africa. Before the close of the class period given to this discussion, they saw the wisdom of postponing the further consideration of these topics, and they formulated the following questions: How is Africa divided among the European nations? How does Germany's share compare with the shares of other European nations? What determined the size and location of the shares each country has? These questions guided their ensuing study. The first one was answered from the study of the political map in their text, Brigham and McFarlane's *Essentials of Geography*, page 368. The study of this map served not only to acquaint them with the general plan of partition, but also to raise many *specific* questions in their minds relative to question three, namely, the reasons for the size and location of the various shares. They now asked: Why has France acquired so much desert country? Why are Germany's colonies so separated? Great Britain's larger African colonies form a north-south strip of territory

broken only by German East Africa. Why? Why does it have other scattered African colonies? Why does not Portugal have a larger share? [They knew from history that the Portuguese were early settlers in Africa.] How have Liberia and Abyssinia been able to remain free?

From the study of the political and physical maps of Africa they decided (in answer to the second of their three earlier questions) that Germany's share of Africa was not so good as that of France or Great Britain. This conclusion was based upon the facts that (1) Germany's colonies are more scattered (with reference to one another) than those of France and Great Britain. (2) Kamerun, Togo, German East Africa, and the northern part of German Southwest Africa are within the tropics. German Southwest Africa is too dry a region to be very valuable. France and Great Britain have possessions in the temperate regions of Africa. (3) The combined area of German African colonies is not so great as that of the French or the British possessions in Africa.

They next examined their Brigham and McFarlane text in search of the reasons *why* Africa is divided as it is (the third of their three earlier questions). On page 376 they found four reasons why European countries wanted African colonies and a brief account of the work of the Berlin Conference of 1885. They learned from this paragraph that the partition was accomplished largely by means of peaceful arbitration, but they were still unsatisfied as to why, as a result of this arbitration, some nations should have fared so much better than others. They were surprised at the lateness of the date of partition, and asked, "Why, when Africa was discovered so early, was it not divided until so late?"

This they could answer in part from their knowledge of the conditions shown by the physical map of Africa. They saw that (1) the rivers do not afford good routes to the interior because they are interrupted by falls and rapids; (2) much of the continent is tropical and unhealthful for white men; (3) in some regions deserts are forbidding to exploration; (4) in many places near the coast and paralleling it are mountain ranges that act as barriers to journeys from the coast inland.

Since their texts afforded no more help, supplementary material was referred to. Because much of the reading matter and many of the available maps were too difficult to be used well by children of

this age, it was necessary for the teacher to cull very carefully the materials which could be put into the hands of the children. The children were given hectographed maps of Africa adapted from maps found in *The Partition of Africa* by J. S. Keltie, opposite pages 40, 48, 76, 84, and 192, entitled respectively: "Martin Behaim's Globe 1492," "Africa According to Pigafetta 1591," "Africa According to H. Moll 1710," "Africa in 1815," "Africa, European Possessions in 1884." The hectographed maps were much easier to read than those from which they were adapted, and they stressed the facts essential for the solution of the problems under consideration. Some facts not shown on the maps in *The Partition of Africa* were added to the maps used by the children. All the maps used in this way were reduced to such a size that they could be hectographed on No. 6 paper and kept conveniently in the children's notebooks for reference. They studied these maps carefully in two study recitation periods with the questions in mind, Do these maps show any beginnings of exploration or settlement that seem to lay a basis for later claims? and Do they raise any additional questions?

The facts shown on the 1492 map which attracted the attention of the children were: (1) the mistakes in the map of the east coast, Madagascar and Zanzibar; (2) the mistakes in the location of the mountains and rivers of the continent; (3) the fact that the map was the work of the Portuguese. From their knowledge of the story of the Portuguese search for a route to the East Indies around Africa, these facts were readily interpreted by them to mean that the Portuguese explorations had as yet extended only along the west coast, and that they had mapped the east coast and the interior from report. The map made pressing the former query, Why did not Portugal have a larger later share?

The more obvious facts from the map of 1591 were that (1) the mapping of the east coast was much more nearly accurate than in 1492; (2) the location of interior rivers and mountains still seemed a matter of guesswork; (3) Portuguese trading stations were shown on the east and west coasts; (4) the map was the work of the Portuguese. These facts were interpreted to mean that Portuguese activity in Africa had continued throughout the century, but had been confined to the coasts. The question, Why didn't they do more exploring inland? was answered by recalling the difficulties

of exploration in the interior and the all-absorbing interest of the Portuguese at that time in trade with the Far East.

Striking facts read from the map of 1710 were: (1) It was made by an Englishman. (2) Holland was in control of the Cape of Good Hope. (3) Turkey controlled the northern part, west to Morocco. (4) Morocco was independent. (5) Portugal was unmolested on the east coast, but from Cape Blanco to Loanda on the west coast, the Portuguese had rivals. The Dutch, Danish, Prussians, French, and English had established trading posts in this region. (6) The location of interior rivers and mountains seemed still a matter of guesswork. It was evident to the children from this map that rivalry for trading along the African coast had developed before 1710 and that the Portuguese were losing ground to other Europeans. The names Slave Coast, Ivory Coast, and Gold Coast in the regions where the rivalry was greatest suggested that the reason for the entrance of new traders was their desire for a share of the profits from trade in slaves, ivory, and gold. The fact that the map was made by an Englishman indicated some interest in Africa on the part of the English.

Striking changes since 1710 shown on the map of 1815 (which was also made by an Englishman) were: (1) Algeria was independent. (2) Arabs had taken from Portugal some of its east coast. Portugal's control on the east coast extended only from Delagoa Bay to Cape Delgado. (3) Prussia had abandoned Africa. (4) Holland had lost the Cape to England. (5) The Upper Niger, Lower Nile, Lower Congo, and the Orange rivers had been mapped. (6) This map differed from the earlier ones in that only the portions of the interior actually known were mapped. As a result, much of the interior of the map was a blank area. Why did Prussia withdraw? and Why did Portugal's hold weaken during the seventeenth century? were the queries roused by this map, and left unanswered for the time being. It was thought probable by the class that Portugal's weakening at this time had something to do with the size of the share it had in the end.

The map of 1884 showed as the most striking change since 1815 the mapping of the Upper Nile, the Lower Niger, the Congo, and the Zambezi. The most noticeable change in coastal possessions was the appearance of Germany on the Kamerun coast and

on the coast from the Orange River to Cape Frio. Algeria was in the hands of the French.

Evidently, this period from 1815-84 had been one of much exploration. "Who did the exploring?" and "How did the French get Algeria?" the class asked.

During the two recitation study periods spent in examining these maps, the children had learned that there were coastal strips and stations owned by European countries other than Portugal at the time of the Berlin Conference, that Germany had been late in re-entering the field, so had to take what remained available. This helped to explain why its later colonies were scattered. After comparing the map of 1884 with that of 1915 (Brigham and McFarlane's *Essentials of Geography*, page 368) the children thought that each nation after 1884 probably tried to get the parts of the interior contiguous with its coastal strips. They thought, moreover, that the nation or nations who explored the interior during the nineteenth century could probably lay claim to more territory than those nations which had been inactive in this regard. These points constituted their answer to the question about the basis for later claims to be found in these maps. The important additional questions that had been raised were: Why did Portugal lose ground in Africa in the seventeenth and eighteenth centuries? Why did Prussia leave the field early and return in the last quarter of the nineteenth century? Who explored the interior? How did the French get Algeria? To find answers to these questions and to corroborate or disprove their conclusions drawn from the study of the maps, they read references selected by the teacher. The references were read in the order in which they are mentioned below.

In Carpenter's *Africa*, pages 34 and 35, they found a brief account of how France gained Algeria. Each child secured from the school library a copy of *The Story of Geographical Discovery* by Joseph Jacobs. The map on page 87 of this reader shows the progress of Portuguese exploration to 1497. In the first paragraph of page 153, the first 12 lines on page 98, and the map on page 95, the supremacy of Portugal in Indian Ocean trade of the sixteenth century is stressed. The concluding sentence of the reference on page 98 gives as the reason for Portugal's decline its union with Spain from 1580 to 1640, at the very time when rivals were entering the field.

Since only one copy of Keltie's *The Partition of Africa* was available, portions of it were read to the class. From readings on pages 66, 69, 75, 77, 81, 83 and 84, the children selected as the more important sentences which helped to answer their questions the following:

By the beginning of the seventeenth century, slaves had come to be regarded as the staple commodity of the African soil, and the great rivalry that grew up between the various European powers for colonies in West Africa was mainly due to the desire to have the monopoly of the slave market. [p. 66.]

The Gold Coast was studded with forts, for in those times it was considered absolutely essential that whenever a coast was taken possession of, forts should be built to keep off intruders. [p. 66.]

But events at home were too much for the Elector and his son and successor, and about 1720 Prussia disappeared from the Africa arena. [p. 69.]

Take it all in all, the profit from the slave trade during the seventeenth and eighteenth centuries was equal to that arising from gold, ivory, gum, and all other products combined. [p. 81.]

In Jacobs they read this very significant paragraph:

African exploration of the interior begins with the search for the sources of the Nile, and has been mainly concluded by the determination of the course of three other great rivers, the Niger, the Zambezi, and the Congo. It is remarkable that all four rivers have had their course determined by persons of British nationality. The names of Bruce and Grant will always be associated with the Nile, that of Mungo Park with the Niger, Dr. Livingstone with the Zambezi, and Mr. Stanley with the Congo. It is not inappropriate that, except in the case of the Congo, England should control the course of the rivers which her sons first made accessible to civilization. [p. 154.]

More was learned about these explorers from reading Jacobs, page 156, last 4 lines; page 157, first half of page; pages 158 and 159; pages 160 through 163; and *The World Book* accounts of each of them. [This is a children's encyclopedia.]

Under "Germany" in *The World Book* they also found that affairs at home were such in 1880 that Germany was free to turn to colonizing work.

In the last mentioned of the references in Jacobs, these important sentences were found:

The process [of partitioning Interior Africa] began by the carving out of a state covering the whole of the newly discovered Congo, nominally independent, but really forming a colony of Belgium, King Leopold supplying the funds for that purpose. [p. 162.]

At the same time Portugal put in claims for possession of the Congo mouth, and it became clear that international rivalries would interfere with the foundation of any state on the Congo unless some definite international arrangement

was arrived at. Almost about the same time, in 1880, Germany began to enter the field as a colonizing power in Africa. [p. 162.]

. . . a Congress was held at Berlin in the winter of 1884-85 to determine the rules of the claims by which Africa could be partitioned. The old historic claims of Portugal to the coast of Africa, on which she had established stations both on the west and eastern side, were swept away by the principle that only effective occupation could furnish a claim of sovereignty. This great principle will rule henceforth the whole course of African history; in other words, the good old Border rule—

"That they should take who have the power,
And they should keep who can." [pp. 162-63.]

The reading references described above were short but for the children the diction was difficult. For this reason the readings were used, as the maps had been, as material for study recitations, i.e., informal class discussions. Consideration of the readings required three class periods.

In five class periods, then, of sixty minutes each, the children had studied the maps and reading references which gave them the opportunity to find, for themselves, the main features of the story of Africa up to the time of the Berlin Conference. In this story they had found answers or partial answers to many of their questions. Upon carefully reviewing all they had asked, they found that the questions still unanswered were: Why has France acquired so much desert? Why is Britain's strip a north-south strip? [They thought the British exploration of the Nile might partially explain this, but the 1884 map shows no British influence in the Nile region.] How have Liberia and Abyssinia been able to remain free? They had seen that Germany's entrance into the game led other nations to realize the necessity for claiming what they wanted before someone else took it, and that this, together with Portugal's demand to be protected in what it claims to be its rights were immediate reasons for the Berlin Conference. They had seen the relation to their question about Portugal of the principle of partition laid down at this conference, which took into account the force each country was able to bring to bear to maintain its claims, as well as the work already accomplished in Africa. They had seen that "peaceful partition" meant a "game of grab."

Copies of the maps in Keltie's *The Partition of Africa* opposite pages 228, 510, and 516 were given to the children and were studied to see how the "catch who can" game proceeded. Along the boundary lines between colonies in the 1890 and 1895 maps are

written treaty dates and the names of the nations concerned in the treaties; e.g., along the boundary line between British East Africa and German East Africa is printed, "Agreement Great Britain and Germany, October, 1886, July, 1890 and July, 1898." The question, Which treaties dated on the map were made in the year following the conference? served to start the informal class discussion of the maps. Accounts of interesting incidents relating to some of the treaty lines were told by the teacher. [The sources for many of these were Keltie's *The Partition of Africa* and Lucas' *Historical Geography of the British Colonies*, III and IV.]¹ The number of treaties made showed the children how important the African question was in the international dealings of the period, and how hotly certain areas were contested. They saw that within ten years after the Berlin Conference more had been done to partition Africa than in all the preceding centuries, and that in 1895 the important parts not absorbed in European claims were:

Egypt

The Egyptian Sudan

The Dutch Republics in South America

Morocco and Tripoli

They discovered that Italy was a newcomer in the field between 1890 and 1895 and claimed Abyssinia. The desert possessions of France were seen to have been included in its claim between 1890 and 1895 but the map gave no clue as to why she wanted them.

The children then turned to their reading to learn the story of African affairs to the beginning of the European War in 1914, and to find answers for questions still pending. One child read *The World Book* account of Liberia and reported it to the class. The others read its story in Carpenter's *Africa*, pages 202-3. They learned in this way why Liberia was free.

From Jacobs, pages 163-69 (read with the assistance of the teacher), they found that (1) the ownership of the desert gave France the control of valuable trade routes from the Sudan region to the Mediterranean; (2) England and Germany had serious difficulty with Portugal over the boundaries of Portuguese East Africa and Angola; (3) Italy soon abandoned her claim to Abyssinia because of the vitality shown by the Abyssinians; (4) England's control of Egypt arose through financial assistance and control; (5) Cecil Rhodes, with his Cape to Cairo railway scheme, has been a powerful factor in pushing England's claims in the

¹E. W. LATIMER, *The British in Africa in the Nineteenth Century*.

south; (6) friction excited by conflicting claims, had in some cases lasted to the present day. The sentence in this reference which interested them most was: "The race for the Upper Nile is at present one of the sources of danger of European war." [p. 167.] The book was published in 1906.

Still to be explained were how the British got the Dutch Republics and the Upper Nile region, how France got Morocco, and how Italy got Tripoli.

Carpenter's *Africa*, pages 320-22, and *The World Book* were the sources referred to for the South African War. These explained the method by which the British acquired the Dutch Republics. The International Encyclopedia also was consulted by some of the pupils for the Morocco affair of 1911-12, and for the Tripoli war. The following passages from *The Last Frontier* by Powell were written on the blackboard for class study:

France's path of colonial expansion in Africa has been remarkably free from obstructions. [p. 19.]

The only time, indeed, when her African ambitions received a serious setback was in 1898, at Fashoda (now known as Kodok), when the French explorer, Major Marchand, yielded to the peremptory demand of Lord Kitchener and hauled down the tricolor which he had raised at that remote spot, thus losing to France the whole of the Western Sudan and the control of the headwaters of the Nile. [p. 20.]

It is safe to say that England's prime reason for clinging so tenaciously, and at such heavy cost, to the arid tract known as the Anglo Egyptian Sudan, is to safeguard Egyptian prosperity by keeping control of the headwaters of the Nile. [p. 21.]

When France despatched an expedition to Fez in the summer of 1911—Germany [p. 172] seized on that action as an excuse for occupying a Moroccan harbor and a strip of the adjacent coast, on the pretext that her interests there were being jeopardized, and flatly refused to evacuate it unless France gave her something in return. France, knowing full well the enormous political and commercial value of Morocco, and determined to complete her African empire by its acquirement, after months of haggling, consented to compensate Germany by ceding her a slice of the colony of French Equatorial Africa. [p. 173.]

From the viewpoint of the world at large, Germany emerged from the Moroccan imbroglio with a good sized strip of equatorial territory—of very doubtful value. To Germany this stretch of jungle land meant far more than that. It is one of the links—in many respects the most essential one—which she requires to connect her scattered possessions in the Dark Continent and to bar the advance of her great rival, England, to the northward by stretching an unbroken chain of German colonies across Africa from coast to coast. [p. 174.]

Italy's real reasons for the seizure of Tripolitania were two, and only two: first, she wanted it; and second, she could get it. [p. 94.]

These extracts were discussed while the children to whom the special topics in the encyclopedia had been assigned were making their preparation. Their reports rounded out the account of events suggested by the quoted passages on the blackboard.

The story of the Cape to Cairo scheme was read by the children in Chamberlain's *Africa* and Brigham and McFarlane's *Essentials of Geography* and supplemented by the teachers reading selections to them from chapter viii in *The Last Frontier*, entitled "All Aboard for Capetown," and from chapters xi and xii in Talbot's *Railway Conquest of the World*, entitled "Cecil Rhodes' Dream—From the Cape to Cairo."

The study of the story of Africa from 1884 to 1915 consumed the geography periods for five days. It helped the children to realize that (1) African partition led to much friction and on more than one occasion brought European nations to the verge of war; (2) Germany hoped to gain in Africa an east-west belt of territory that would bind together its scattered colonies; (3) England's greatest desire was for territory that would complete its belt of north-south possessions and give an all-British route from Cairo to the Cape; (4) neither of these desires of Germany and England could be realized without preventing the realization of the other; (5) in the partitioning of the continent certain individuals had tremendous influence, notably Cecil Rhodes; (6) in the partitioning of African territory, little or no account was taken of the desires of Africans themselves.

At this stage, the children were satisfied in regard to the first and third of their major questions, namely: How is Africa divided? and What determined this division? The second one, How does Germany's share compare with the shares of other nations? had been answered only partially. The rest of the answer could be found in Chamberlain's *Africa*, Carpenter's *Africa* and *The World Book*.¹ The outline they made to help them get additional facts about the various colonies follows:

Size, Location, Topography, Rivers and lakes, Climate, Vegetation, People, Resources, Industries, Trade, Stage of Advancement.

¹J. W. LYDE, *The Junior Geography of Africa* was a very helpful reference for comparisons of the colonies.

Each child chose a colony or group of colonies for which he was to be responsible for the expansion of this outline. Reports were made to the class and comparisons were made from the facts reported.

The clippings which had been brought in the beginning and later were read and discussed. To the original collection many interesting clippings had been added. Among them were not only current clippings, but a few from newspapers of ten, twenty, and twenty-five years ago. One of these told of Cecil Rhodes' return to Africa after a visit in England made in the interests of furthering his Cape to Cairo scheme. Additional interest was added by stamps, collected by some of the boys, from German African colonies but surcharged by the French or English occupying the territory. The clippings were now intelligible. From them the class formulated the various proposals in regard to the disposition of Germany's African colonies. They decided that two questions should be asked about any proposal made: (1) Is it fair to the Africans concerned? and (2) Will it tend to maintain future peace? The scheme of mandatories seemed to them better than the other proposals, *provided that the mandatory nation did not in the long run assume ownership.*

Will the idea of mandatories be sanctioned by the world powers? and Will the scheme work if sanctioned? were the final questions asked. These, of course, could not be answered, but were worth emphasizing because of the motivation they afforded for later individual reading outside of school.

The entire study, including introductory lessons, required five weeks—sixty minutes per day—including study time. Besides learning geographic facts about Africa, the children had come to realize how geographic conditions had helped to shape African events. Their attention was directed toward a world-citizenship attitude by the final quotation studied:

The time may come when all civilized nations will combine for the common good of the race, and when mere land-hunger will cease to be a moving force in international politics.

Upon the request of other upper-grade children, the group who had studied this African unit consented to give a morning assembly exercise based upon it. First, the class discussed the selecting of the more important ideas of the story, for the thirty-minute assembly period was too short for a detailed account. Working as a

group, they evolved the following synopsis. As a child made a suggestion, it was written on the blackboard, criticized by the others, discarded, accepted, or revised until it was acceptable.

1. For more than three centuries after the African coast was known by the Portuguese, no important claims were made to the interior of the continent.

2. This was due:

- a) to geographic conditions unfavorable to exploration.
- b) to the fact that commodities sought in Africa could be secured near the coast.
- c) to much interest in other newly discovered portions of the world.

3. In the first three quarters of the nineteenth century, the great rivers of Africa were explored.

4. This exploration and Germany's entrance into the colonizing game helped bring about the Berlin Conference in 1885 to decide upon a principle of partition.

5. The principle adopted at this conference was that of "effective occupation." This caused a "game of grab" to be played by European colonizing nations and by 1895 much of the continent was claimed.

6. The shares which each nation acquired are to be seen on the map of 1914. The strongest three colonizing nations had managed to get the largest three shares. Interesting facts in regard to these shares are:

- a) France wanted the desert because it connected its scattered early colonies and gave it control of important trade routes from the Sudan cities to the Mediterranean.
- b) France secured Morocco in 1912 and gave Germany "New Kamerun" to recompense it for losing out in Morocco.
- c) England gained control of Egypt through financial control and later military enforcement of this control.
- d) Cecil Rhodes helped to extend English control from the Cape northward. He wanted an all-British route from Cairo to the Cape.
- e) Italy came into the game late and secured an unsatisfactory portion. It went to war with Turkey in 1911 to get Tripoli.
- f) Portugal's share is small considering her early start because Portugal was weak.
- g) Belgium's control of the Congo is due to the efforts and enterprise of King Leopold.
- h) Germany was late in the field and had to take what was left. Its colonies are scattered and tropical.
- i) Germany's desire to complete an east-west belt clashes with that of England to complete a north-south belt.
- j) The partition of Africa resulted in much bitter feeling among European nations.

7. In the present war, Germany's African colonies have been occupied by France and England. The question recently before the Peace Conference has been what to do with these German colonies.

8. The scheme which has won most favor is that of giving them to mandatory or trustee nations to control for the League of Nations for so long a time as the league thinks it necessary and wise.

The next problem was how to express these ideas interestingly. This resolved itself into two questions: Into how many and what topics shall they be grouped? and What illustrative materials will help?

It was decided that point 1 in the synopsis could be expanded into a good introductory talk, and that the maps of 1492, 1591, 1710, and 1815, drawn on a scale large enough for the audience to see, would help make the talk clear and interesting. The class thought the audience ought to be told the problem suggested by the comparison of the maps, i.e., Why were African coasts known so long before the interior was explored? The second speaker might then show, on a physical map, the conditions which delayed African development, and the third speaker, using the first speaker's four maps, might explain why from 1500 to 1800 trade in slaves, gold, ivory, and other commodities brought Europeans to the coast regions but not into the interior.

Other topics and illustrative material were planned as follows:

Topic	Subject-Matter	Illustrative Material
4	The work of Livingstone, Stanley, and others in exploring the rivers of Africa.	Map showing routes of these explorers and the rivers made known by them.
5	The story of the Berlin Conference.	Maps of 1884 and 1885.
6	Partition accomplished in the ten years following the Berlin Conference. Problems raised by comparing this map with the map of 1915.	Map of 1895.
7	Answers to these problems.	Same map as 6 (1895).
8	Africa as it was partitioned at the beginning of the European War.	

This, they felt, ought to be very vividly shown. At last, by combined efforts of teacher and children, a scheme was devised in which several children could participate. On a cork bulletin board, $3 \times 4\frac{1}{2}$ feet, the outline of Africa was traced. On the same scale, the British colonies were drawn on bright red cardboard and

cut out. The Italian colonies were cut out of blue, the Portuguese of green, the French of gray, etc. The children practiced placing these in their correct positions on the bulletin board map, using thumb tacks to hold them in place, until they could piece the continent together very rapidly. They planned that as the speaker said, e.g., "England's share consists, first, of Egypt, the land of the Lower Nile," another child was to place Egypt in position on the bulletin board map, and a third to put in the thumb tacks to hold it in place. As the speaker mentioned the Egyptian Sudan, and briefly described it, it was added to the map as Egypt had been. In this way, the map was to grow before the audience as the 1914 situation was discussed.

Topic	Subject-Matter	Illustrative Material
9	The present situation in regard to the German African colonies.	None.

Topic 10 was based upon the stage decoration. The problem of arranging the stage furnishings suitably for the exercise was assigned by the class to a committee of two boys and two girls. The scheme they submitted to the class was approved. It consisted of four decorative panels to be placed against the gray burlap wall at the back of the stage in the assembly hall. They were silhouettes, painted in black on strips of very light gray wall-paper, 18 inches wide and 5 feet long. The idea of art panels for decoration was given to the committee by the art teacher, but the subjects represented were chosen by the children. One panel was painted by each member of the committee under the supervision of the art teacher. In two panels, palm trees were the subject; in the other two, slaves. One slave carried an ivory tusk, the other a burden symbolic of other African riches. The idea of the committee was to suggest by their drawings the things influential in Africa's development—the dates of the oases of the north, the palm oil of the tropics, the slaves themselves, Africa's gold, diamonds, rubber, grain, and other resources, as well as to give an African setting to the exercise. The class decided that the symbolism should be briefly explained by one member of the committee as topic 10.

One boy in the class originated the idea for the eleventh and summary topic. He chose a series of words which described Africa and whose first letters spelled the continent's name. They were:

Ancient
Forbidding
Rich
Immense
Changing
Alluring

He wanted to print these words on six placards ($1 \times 1\frac{1}{2}$ feet) which six children could hold before the audience as he gave a summary topic based on them to the effect that although civilization was *ancient* in the Nile region, the rest of Africa was *forbidding* to exploration by white people for a long time. Later it was found to be so *rich* that Europeans desired it and the *immense* continent was parcelled out among them. During the thirty years from 1884-1914 the African map had been a *changing* one. Unfortunately, Africa had been so *alluring* that it had led some nations to greed, jealousy, bitterness, and even war. It was to be hoped that the League of Nations could devise some means of dealing with the African question that would promote peace and improve the conditions of Africans.

After the main features of the program were planned, each child chose the part he wished to take. If several wished the same part, all tried to do it, and the one whose attempt was considered best by the class and teacher was chosen.

NOTE.—The work of organizing and preparing the exercise required nine periods of sixty minutes each. The enlarging of the maps was done by the teacher's assistant, because the work was too exacting and its value to the children was too small for them to take the time for it.